



When Arizona Reads, Arizona Thrives

Filling the gaps to  
advance early literacy

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# State Literacy Director: Update

- I. OVERVIEW: Mission, goals, partners
- II. ARIZONA'S COMPREHENSIVE APPROACH
  - I. CHALLENGES/SOLUTIONS
  - II. STRATEGIC LITERACY ACTION PLAN

# Overview



When Arizona Reads, Arizona Thrives

**MISSION:** Read On Arizona is a statewide public/private partnership of agencies, foundations and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth to age eight.



# Visionary Community Goals

- Increase the % of students reading at or above grade level by 3<sup>rd</sup> grade to 100%.
- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated systems.

So that every child:  
enters kindergarten ready for school success and  
stays on track for college and career success.



# Alignment

## Statewide and regional partners:

### Founding Partners

- Arizona Community Foundation
- Arizona Department of Education
- First Things First
- Head Start State Office of Collaboration
- Helios Education Foundation
- Virginia G. Piper Charitable Trust

### Core Partners\*


- City of Goodyear
- United Way of Northern Arizona
- United Way of Tucson and Southern Arizona
- United Way of Yuma
- Valley of the Sun United Way

Read On  
ARIZONA

\* Convening role in Read On Arizona community

# Alignment

## Collaborative partners:

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- Achievement Learning
  - Advocacy and Communication, Inc.
  - America Reads
  - Arizona Association for the Education of Young Children
  - Arizona Business Education Coalition
  - Arizona Center for Afterschool Excellence
  - Arizona Charter Schools Association
  - Arizona Head Start Association
  - Arizona Literacy and Learning Center
  - Arizona Ready Education Council
  - Arizona State Library
  - Arizona State University, Mary Lou Fulton Teachers College
  - Association for Supportive Childcare
  - AZ K-12 Center
  - Boys and Girls Club
  - BUILD Arizona
  - Central Arizona College
  - Children's Action Alliance
  - The Children's Museum of Phoenix
  - City of Flagstaff
  - City of Phoenix, Mayor Greg Stanton's Office
  - City of Tucson, Mayor Rothchild's Office
  - Educare Arizona
  - Eight, Arizona PBS
  - Elevate Phoenix
  - Expect More Arizona
  - Experience Matters
  - First Book
  - Flinn Foundation
  - Fred Rogers Center for Early Learning
  - Governor's Office of Education Innovation
  - Greater Phoenix Educational Management Council
  - International Dyslexia Association- AZ
  - International School of Arizona
  - Jumpstart
  - KPMG
  - Lakeshore Learning
  - Leaps & Bounds, ASU
  - Literacy Connects
  - Maricopa County Head Start
  - National Center for Family Literacy
  - Northern Arizona University, College of Education
  - Parent Teacher Association of Arizona
  - Paradise Valley Community College
  - Phoenix Public Library
  - Raising A Reader
  - Reach Out and Read Arizona
  - Reading Is Fundamental
  - Rodel Foundation
  - Salt River Pima-Maricopa Indian Community Schools
  - Sanford Inspire Program
  - Southwest Human Development
  - Southwest Institute for Families and Children
  - Stepping Stone Foundation
  - Target
  - Toyota Family Literacy Program
  - University of Arizona, College of Education
  - WestEd
  - And more...

# Comprehensive Approach:

## Attributes of Effective Emerging Literacy Development:

- Language and literacy development starts at birth
- Early language abilities are directly related to later reading abilities
- Amount of language a child hears affects processing speed and later vocabulary
- Amount and diversity of verbal stimulation fosters early and rich language outcomes
- Vocabulary leading indicator of a successful reader

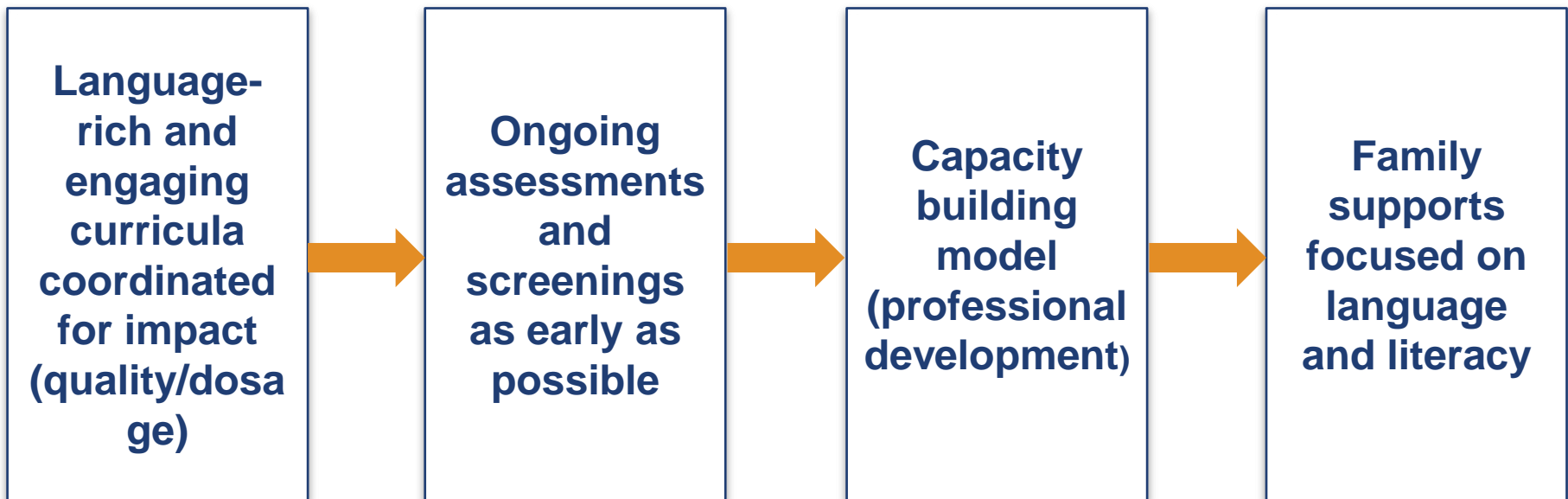
# Comprehensive Approach:

## Attributes of Effective Targeted Intensive Interventions (K-3):

- Addresses one or more of the five components based on assessments (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Delivered with intensity, frequency and urgency
- Guided by assessments and driven by student need
- Directed by an effective teacher or coach trained in the teaching of reading
- Supported at home with literacy activities

# A model early literacy continuum (Birth to age 8)

*The right program at the right time for every child*



Reading Proficiency Requires a Comprehensive Approach

# Preliminary Gap Analysis

- The system is fragmented.
- Effective practices are disconnected from standards.
- Outcomes are measured differently across program types.
- There is a lot of data collection but little data sharing.
- The needs of those groups that would benefit most from effective literacy services are not being met.
- Provider capacity is stretched.

# What We're Also Learning

- Some programs measure number of children served but not the progress or impact on a child's literacy skills.
- A program is well designed but sessions don't last long enough or meet frequently enough to have an impact.
- Programs without measureable impact are brought to scale, focusing on "reach" before quality.

# Challenges / Solutions

## Challenges and solutions

- Lack of information on critical factors prevents solutions.
- Data Integration and system linkages
- Lack of communication and coordination between efforts
- Read On Network- a collaborative effort in each community to fill the literacy gaps (ages 0-8)
- Insufficient access to programs that work
- Continuum of effective practices
- Too little awareness and attention given to early literacy
- Community awareness and engagement

# Strategic Literacy Action Plan:

- 10 Year Literacy Action plan
- Year 1 action steps, goals, objectives and outcomes
- Pilot strategies in local Read On Communities (scalability and sustainability- key factors)

= Roadmap to guide the desired outcomes

# Year 1 (statewide):

- Ongoing introduction of national best practices
- Building a community of practice between regions
- National recognition of statewide model
- Assistance with Move On When Reading Literacy Plans

# Year 1- Statewide Summer Reading Collaborative



[www.ReadOnArizona.org](http://www.ReadOnArizona.org)

A screenshot of the Read On Arizona website displayed in a web browser. The browser's address bar shows "http://readonarizona.org/". The website has a blue header with the "Read On ARIZONA" logo and a search bar. Below the header is an orange navigation bar with links: "About Us", "Summer Reading", "Read On Network", and "Literacy Resources". The main content area features a large image of a young girl sitting on a stack of books, with the text "When Arizona Reads Arizona Thrives" overlaid. Below this is a section titled "Our Mission" with a paragraph of text and a "Read More &gt;" link. To the right of the text is a small map of Arizona with location pins. At the bottom, there is a carousel of three images: a stack of books with a cactus, a cartoon animal reading, and a child reading. Each image has a caption: "Find a Book", "Dig into Reading", and "Find a Library".

# Summary

Framework



Alignment



Continuum

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= 3<sup>rd</sup> grade  
reading  
proficiency



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